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ABSTRACT

The keynote article in this issue describes some empirically demonstrated beneficial functions of radio in development communications: (1) it improves the quality and relevance of education; (2) it keeps educational costs down; (3) it broadens access to education; and (4) it extends the impact of time, money, and effort outside the formal education system through such applications as open radio broadcasting, radio campaigns, and radio-listening groups. Other articles are concerned with the new U.N. Audio-Visual Information Center on Human Settlements, called Vision Habitat; defining broadcasting training needs; the use of radio in classroom instruction; two-way radio for health and development; successful scriptwriting; communication planning; the training and visitation system of agricultural extension; and a discussion about development project failures. Case studies deal with medicine and CB radios in Guyana, teacher training with radio in Nepal, and a satellite demonstration in the West Indies. (CMV)

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RADIO FOR FORMAL EDUCATION AND FOR DEVELOPMENT COMMUNICATION

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RADIO FOR FORMAL EDUCATION & FOR DEVELOPMENT COMMUNICATION

Experience shows that radio can be used to help formal education systems to meet their goals in three ways. It can help improve the quality and relevance of education, keep educational costs down, and broaden access to education, particularly in rural areas. But radio can be used to extend the impact of time, money, and effort outside the formal education system too. Open radio broadcasting, radio campaigns, and radio-listening groups have been used successfully for nonformal education and other aspects of development communication, and a substantial body of literature now documents these experiences.

Formal Education

The four alternative strategies for using radio in formal education must be assessed in terms of users' needs. The first is using radio to enrich learning, i.e., to provide occasional lessons or experiences that most classroom teachers cannot.

The second, direct instruction, involves using radio to carry most of the instructional burden in one or more subjects. The third, extending in-school education, is using radio in a monitor-assisted classroom in most subjects in places that lack qualified teachers. The fourth, distance learning, involves the use of radio with some combination of textbooks, correspondence, and occasional personal interaction. This strategy is designed for use without teachers and schools, thereby keeping costs down and extending access.

Little needs to be said here about using radio to enrich in-school education since such uses entail little prospect for substantial educational change. This is not to say that the low cost and other benefits associated with this use of radio should be dismissed lightly, only — to reiterate — that this strategy holds no promise for major improvements.

In contrast, the potential for using radio in direct instruction in one or more subjects holds out a strong promise and an equally strong challenge to educators. The Nicaraguan Radio Mathematics Project provides a striking example of how much impact a carefully designed radio curriculum can have on student achievement. While comparatively costly by the standards of instructional radio, this project has sufficiently reduced student-repetition rates that its costs are more than offset by savings. Still, using radio for direct instruction does nothing to widen overall access to education. Nor — a further caveat — is evidence at this time sufficient to guarantee that the results documented in Nicaragua could be attained elsewhere. (*Ed. note: compare Searle, p. 2.*)

The principal purpose of using radio to extend schooling is to expand rural people's access to information and skills. Case studies of two Mexican projects that used radio to extend schooling — one near San Luis Potosi (*Radioprimaria*) and one in the remote Tarahumara region— revealed mixed, but ultimately disappointing, results. While both projects showed evidence that radio could teach about as effectively as traditional elementary-school teachers, neither expanded beyond the pilot stage and radio Tarahumara has recently ceased broadcasting. Perhaps better financing and a firmer government commitment would have made the critical difference; surely, similar projects will contain an element of risk.

The final strategy, using radio in formal education as a component of a distance-learning system, has proven successful in Kenya and the Dominican Republic, among other places. In Kenya, radio was combined with correspondence to upgrade the performance of teachers. In the Dominican Republic, similar methods were used to provide elementary and secondary-school equivalency programs for adults. Both projects appear to have maintained existing educational standards and extended access to schooling; and in the Dominican Republic at least, distance learning has been perhaps only half as costly as traditional instruction. And both gave previously passed-over groups new educational opportunities.

The history of radio's use in distance learning in both poor and rich countries is no longer sketchy. Today's educational planner can be reasonably sure that this use of radio works. However, though the costs involved appear low, much remains to be learned about the economics of distance-learning systems. The specific types of educational problems for which distance learning provides the most cost-effective solution also await precise enumeration and classification.

Development Communication

Open broadcasting, radio campaigns, and radio programs tailored to benefit organized listening groups have all been employed to motivate, to inform, to teach cognitive or work skills, and to change behavior. Two-way radio has also (to a lesser extent) been used to reach these goals.

As a rule, the more attention paid to organizing the listening audience, the more limited the reach of radio becomes. Thus, open broadcast is best used to get out an interesting message, while the listening-group strategies (radio schools, farm forums, and radio animation), which require expending time and material resources, are best used to promote more complex and long-term changes.

No single strategy should be forced upon communication planners, but they should be aware that radio can be used in a variety of ways for a variety of goals — none of which can be reckoned with until the objectives of the development project are clearly spelled out. Indeed, a review of four projects in which radio has achieved its goals with special success — the Kenyan health broadcasts, the radio program that used nutrition "ads," the Guatemalan agricultural information programs, and the Tanzania radio campaigns — illustrates the contention that the development goals being promoted and the special characteristics of the project determine the strategy, its effects, and its transferability.

The Kenyan health program, the Kiroboto show, has captured large urban and rural audiences. Its health messages are cast in a humorous format and delivered to many households that otherwise would have had no exposure to the issues and the facts. It has, in short, reached many listeners at a very low weekly cost with entertaining and educational health messages. An audience survey conducted as part of this project indicates that audiences are listening and that radio can reinforce the efforts of

(Continued next page)

THE CLEARINGHOUSE ON DEVELOPMENT COMMUNICATION, *DCR'S* PUBLISHER, IS FUNDED BY THE U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT (DS/ED) AND OPERATED BY THE ACADEMY FOR EDUCATIONAL DEVELOPMENT

Two Kinds of Radio (Continued)

health agents or nutrition field-workers.

The nutrition radio-campaigns carried out by a U.S.-based advertising agency (*Ed. note: see DCR issue 20*) are another illustration of the open broadcast approach. While evaluative evidence remains inconclusive, the successful replication of the experience in several countries is beginning to give credence to the idea that advertising and social marketing techniques can be used to promote productive social change as well as to push consumer products.

The Guatemalan Basic Village Education Project (*Ed. note: see DCR issue 22*) has shown that careful programming can win the attention of a large rural audience and foster changes in agricultural practices as well. By providing accurate agricultural information precisely tuned to the timing of the crop cycle, the BVE programmers maximize the chance that the farmers will try the practices recommended. The audiences are organized in part of the project, but high learning gains and high levels of innovation adoption have also typified some of the open audiences.

The first three cases demonstrate that radio can be used to promote good health, sound nutrition, and agricultural productivity. They show too that radio attracts a wide audience and gets messages across even to an unorganized audience. Two of the cases show that it can affect behavior changes as well. Since all these changes have been wrought at low cost, this evidence suggests that most countries could use radio as a national resource to pursue important development goals.

The last example, that of a radio campaign, reveals another dimension of radio's potential and shows that broadcast does indeed mean *broad cast*. The Tanzanian campaign, Man Is Health, mobilized over 2,000,000 adults in 1973, and its success testifies to radio's potential for reaching large audiences. Campaign costs in Tanzania have been modest and could be relatively low elsewhere, though the careful planning and control critical to the success of this campaign may be difficult to achieve in some countries.

Systematic review shows that radio's potential in development communication is for the most part untapped. Political, infrastructural, and some technological constraints upon its use cannot be ignored, but neither can its enormous promise.

■ *Dean T. Jamison, Development Economics Department of the World Bank, and Emile G. McAnany, Stanford University's Institute for Communication Research*

(This article is based upon research supported by the World Bank and published in Radio for Education and Development, *1978, by Sage Publications, Inc., of Beverly Hills and London. Views expressed are those of the authors and not necessarily those of the World Bank.)*

Using Radio For Classroom Instruction

In 1973 the Development Services Bureau of USAID initiated an experimental project to test the feasibility of providing direct instruction in mathematics to children in primary-school classrooms by radio. Most prior applications used radio lessons as an auxiliary to mainline teaching, to provide enrichment or supplementary practice. What USAID wanted to know was whether the medium could be used to carrry the full burden of instruction and whether such a use could improve the achievement levels of students at a cost developing countries could bear. The Radio Math Project, which is run in collaboration with Nicaragua's Ministry of Public Education, is nearing the end of its research phase and the results have provided an answer to USAID's question.

Since the project's goal is to improve the quality of mathematics instruction, evaluations have focused on achievement-test scores. The results — which can be generalized because both radio classes and control classes were selected at random — show that in Grades 1, 2, and 3, students studying by radio reach significantly higher achievement levels than do students in traditional classrooms. For example, the mean post-test score for radio students in grade 1 was 55, compared with 34 for control students. Two groups of second-grade radio students were studied, those who had used the Radio Math Program for one year and those who had used it for two (in first and in second grade). The mean post-test scores were 74.2 for control students, 78.6 for students with one year of radio classes, 85.6 for students with two years of radio classes. A similar progression was found for Grade 3: mean test scores for control, one-year, and two-year groups were, respectively, 56.0, 67.4, and 73.0.

How were these positive results achieved? One key is assuming complete responsibility for all mathematics instruction of the children taking the radio lessons. The project staff puts together the daily lessons (each of which has two parts — a half-hour radio broadcast plus a set of post-broadcast activities) that the children use in the schools during their regular mathematics periods. The teacher supervises the class during the broadcast lesson and also conducts supplementary activities during the remainder of the mathematics period; these activities are based on suggestions provided in a teacher's guide prepared and distributed by the project staff.

The content of the lessons is taken from the official syllabus of the Nicaraguan Ministry of Public Education, the same syllabus that guides the activities of teachers in traditional classrooms. Thus, despite the pedagogical differences between the traditional style of instruction and the radio-based instruction, lesson content is essentially the same and the focus differs only slightly.

In both the broadcast and post-broadcast portions of the lessons, stress falls on active learner participation; an average of five student responses per minute is elicited during the radio broadcast. These responses may be oral, written, or physical. Mathematical concepts, arithmetic skills, and problem-solving abilities are all taught in a direct, down-to-earth style that children can understand and appreciate. Lecturing and the use of technical vocabulary are held to a minimum, and songs, jokes, riddles, stories, and games are interspersed among the mathematical segments. The quick pace of the broadcast, the keen interest of the children, and the careful sequential development of mathematical concepts and skills have prompted some to characterize the programs as a cross between Sesame Street and programmed instruction.

A program that both captivates its audience and effectively teaches a subject as difficult as mathematics does not come about by chance. It must be developed according to a well-thought-out system of program design — the essence of which is feedback. Although a detailed annual plan is elaborated before the lessons are written, this plan is altered throughout the year in conformance with performance data culled from classroom observations and weekly tests. Evaluation is an integral part of production, and lessons reflect the implications of observational and test data from previously broadcast lessons.

Designing and administering tests and observing scattered rural classes on a daily basis require a large staff. Consequently, the curriculum development process is quite expensive. However, production outlays represent a one-time cost (taped programs are usable for years), and a great effort has been made to keep long-term operating costs down. No textbooks are required; each child has a small, inexpensive notebook, in addition to which seeds, bottle tops, and stones — free and abundant materials all — are used. The teacher's guide, like the taped programs, is reusable. In addition, radio receivers are shared (lessons for different grades are broadcast at different times, so a communal radio receiver can be passed from one classroom to the next during a musical interlude provided specifically for this purpose). In short, the high initial cost of curriculum development may be spread over hundreds of thousands of students to keep yearly operating costs low.

By paying careful attention to economics, as well as to educational and human considerations, the staff of the Radio Math Project has brought Nicaraguan children an educational system that is both of the highest quality and well within the budgetary reach of the poorest of countries. The success of the program can be attributed to the style of lesson and to the care with which curriculum material and instructional dialogue is developed — ingredients that can be transferred to other countries and to other subject matters.

■ *Barbara Searle, Institute for Mathematical Studies in the Social Sciences, Stanford University*

RURAL MEDICINE AND CB RADIOS IN GUYANA

During the past few years many developing countries have moved rapidly to increase medical care to rural citizens. But the limitations of local telephone systems and a paucity of roads often make supervision of para-medical workers difficult, if not impossible. So, countries trying to expand medical services are thus faced with a seemingly unsolvable dilemma: Should they attempt to supply para-medical assistance to remote areas when no qualified supervisors are available or should they hold off supplying medical care until the requirements for proper supervision are met? Recently, Guyana confronted this dilemma and came up with a new and innovative solution — a CB radio-mediated medex system.

Two years ago, the government of Guyana, in collaboration with the University of Hawaii, began to lay plans for the needed health-care system. It decided, in the course of planning, to extend medical care to the remoter regions of the country through itinerant nurses with advanced medical training. When news of this decision reached the local medical society, however, its member physicians pointed out that medical care delivered by individuals with less that full M.D. training can do unjustifiable harm to patients. But para-medical health care can, they also said, be excellent if the para-medic is supervised by a qualified physician. The Guyanese medical society therefore stipulated that the medex practitioners could work only if supervised directly by a trained M.D., but that the doctor did not have to be in the same location as the medex officer. Instead, telephone or radio contact would substitute for person-to-person interaction. However, since Guyana does not have a fully developed telephone system, and the country's coverage by civilian radios is not thorough, the country still needed some communication contact for the medex officers if the plan was to work.

Planners first thought of using Guyana's military radio system, which gives full nationwide coverage. Unfortunately, the medex officers would often be two or three day's travel from the military posts equipped with these radios, and radio hook-ups to the telephone system would have been unacceptably expensive.

Two other solutions seemed more promising than the military-radio option. One was installing a new military-style radio system for use by the Ministry of Health and the medex system. This solution, however, would have entailed using relatively complicated transmitters; thus, the medex would have had to receive training in radio operation. In addition, military-style transmitters are extremely expensive: a low-cost unit without antennae, microphones, batteries or generators may cost $2,500. Since each medex is expected to carry no more than U.S. $300 worth of medical supplies and equipment, such an expenditure for communications gear would be inappropriate. Finally, operating a system of military-style transmitters would entail establishing a major maintenance facility, a burden that the Ministry of Health could not assume.

The solution finally proposed was to purchase a large number of Citizen Band (CB) 40-channel transceivers (like those found on many private vehicles in the U.S.). These units have many features that recommend them for this kind of use. They are simple, easy to operate without extensive training, and cheap — when purchased in large quantities, as little as U.S. $40 per unit. Also, CB radios use little power (that from an automobile battery mounted in a motor vehicle or boat is enough), and maintenance is not a problem. At $40 each or less, the units can be treated as consumable items and replaced with new ones when they fail.

The major disadvantage of the CB radio is that its range is less than that of the military-style units. But Australians long ago struck upon a way to whip this problem: there, operators establish a relay network, passing messages down the line until the intended recipient is reached. And cost estimates of such a system run less than one-fiftieth of those for military-style units.

Guyana's CB-radio communication system has not been evaluated fully. But it is simple, inexpensive, and comparable to systems in Nicaragua and Guatemala — preliminary reports of which suggest that experimenting with antenna configurations can appreciably strengthen the rural health-care worker's communication links with expert supervisors.

■ *Fred W. Reed, Department of Sociology, University of Montana at Missoula*

MEDEX health systems rely on "medical extenders," para-professionals trained to assist doctors in primary health care. The term can also refer to any health-care system that uses para-professionals for primary care.

Two-Way Radio for Health and Development

Within the past decade significant innovations have expanded the accessibility and appropriateness of health services. In line with the World Health Organization's mandate to provide Primary Health Care to all segments of a country is the evolution of community-oriented, community-based health services directed by health workers from within a community. A key factor in the success of such innovative foundations for rural health has been the Community Health Worker — selected by the community, trained for one-to-four months, and supervised by health workers with more advanced training.

Experience in those regions where this type of rural health care has been implemented shows that *communication* is one of the key determinants of success. More particularly, this experience supports two generalizations:

1. Community health workers and auxiliaries need close and frequent supervision.
2. In most of the rural developing world, remote communities without good roads present special health-care problems.

Two-way radios have been found to provide valuable communication services to such communities, enhancing rural health in several ways:

- Providing a channel for advice and consultation with health professionals concerning questions of diagnosis and treatment of patients
- Supplying logistical assistance in maintaining essential equipment and supplies
- Facilitating the management and planning of preventive health services, immunization programs, and visits by nurses and physicians
- Making educational discussions on presentations from larger health centers possible

Deterents to the increased use of two-way radios have been mainly technical. Equipment is available but extremely expensive when related to modest rural health budgets; and maintenance and repair of complicated equipment requires skills seldom found in rural areas.

Given these advantages and these constraints, future work in this field should fall into two general categories:

1. Identifying and evaluating methods for using radio in nurturing rural health and planning for increased use of radios
2. Developing equipment that is more appropriate to the needs and resources of the Third World

An increasing number of countries are involved in various stages of planning and using two-way radios — Ghana has recently completed a planning exercise to use radios to link rural clinics; Guyana plans to use radios in its medex system; Nicaragua is beginning an experimental project using CB radios for short-range communication; new population and health programs in Bangladesh will entail the use radios on a test basis; and in Guatemala radios are used to maintain contact with auxiliaries during their field training.

As communication becomes recognized as the lubricant that keeps rural health services operating efficiently, ever more countries will be considering and experimenting with the use of radio. As costs drop, a greater number of appropriate radios will become available and radio use is sure to increase significantly. To optimize the use of this new medium, a variety of studies and evaluations needs to be undertaken now.

■ *Ned Wallace, Center for Appropriate Technologies for Health, University of Wisconsin at Madison*

Teacher Training Via Radio In Nepal

Five years of careful planning have culminated in an innovative teacher-training project that should vastly improve Nepal's capability for providing high-quality training programs for teachers needed in remote primary schools. To be developed and tested is a training program for untrained rural primary-school teachers that will rely on the medium of radio reinforced by written support materials and periodic short-term workshops. Project implementation was scheduled to begin in August of 1978. Experimental broadcasting will begin between January and March of 1980. One year later, regular broadcasts will commence.

In 1971 the National Education System Plan for Nepal was promulgated by His Majesty's Government (HMG). This imaginative and dramatic restructuring of the educational system reflected three main objectives: (a) to meet manpower requirements for national development, (b) to extend educational opportunities, and (c) to increase educational relevance. Extending educational opportunities to the remote rural areas was seen as one of the most difficult of the objectives, but also as that which stood to profit most from cooperative action between USAID and HMG. Hence, after a preliminary analysis of the problem, HMG requested in 1974 that USAID coordinate a feasibility study of the possibility of reaching rural populations with radio.

Reasons for the focus on radio were many. Nepal's economy is about 93 percent agricultural, with national development tied largely to agricultural improvement, and most farmers live in remote areas, so involving remote populations in development seemed essential. Further, Nepal is geographically isolated, and its rugged terrain has kept major sections of the country isolated from each other and from the center. The lay of the land has also made standard forms of land and air communication between large sections of the country virtually impossible.

The few radios and telephones in existence in Nepal are in the exclusive possession of small, relatively advantaged groups. Television will not be feasible for many years, and telephone communication is limited to the principal population centers. In theory, short-wave transmission has made nationwide radio coverage possible, though reception is obviously related to the number of radio receivers.

The first concern of USAID and HMG was to identify — in at least rough form — the pattern of radio utilization in Nepal, finding out whether or not radio's use was extensive enough to insure listeners' receptivity to radio as a teaching tool, and what kinds of programs audiences prefer. In 1973, therefore, USAID commissioned the New Educational Reform Associates (NERA), a local research organization, to carry out the needed research.

The NERA study revealed surprising sophistication on the part of rural radio users. "What all the data implies," researchers found, "is that radio is taken as a serious communications device by those who possess receivers as well as by those who do not. The two most popular radio programs among both groups, news and agriculture, are basically informational and not entertaining . . . radio's potential as an educational and motivational tool for national integration and development has only been very partially developed or utilized to date."

With all signals thus positive, the Human Resources Division of USAID, with assistance provided by UNESCO, UNICEF, and the British Council, coordinated a multi-donor feasibility study in 1974. The study team headed by Dr. John Mayo, then of Stanford University, concluded radio could be a powerful educational tool for Nepal — indeed, that this medium is uniquely suited to Nepal's educational problems and to the needs of both in-school and out-of-school populations. The team recommended that one or more projects be undertaken immediately to test feasibility, effectiveness, and cost in a carefully controlled environment. It further recommended that the first such project be aimed at untrained, in-service primary-school teachers.

Phase I of the training project — 18 months — will be devoted to carrying out all necessary developmental work, including ordering, procuring, and installing equipment; to designing and building facilities; to building up a personnel structure and providing staff training; to designing, validating, and producing radio programs, written support materials, and teaching manuals; and to developing an evaluation system.

Phase II — one year — will see the program conducted on a pilot basis for the benefit of about 100 teachers; at this stage, materials will be refined and modified as necessary. Target teachers will be brought together for careful orientation prior to the first broadcasts. They will be acquainted with the printed materials, the radios, and other materials. They will return to their respective schools, where they will listen to daily broadcasts and will study the related materials. They will be urged to practice new teaching concepts and approaches on a regular basis. They will receive the regular visits of supervisors who will answer their questions, and they will meet in learning centers about every two months for group review and study.

In Phase III — 18 months — the program will be aired in the same format to approximately 2,000 teachers nationwide.

The teacher-training project will be developed with a mind to the possibility of expanding Nepal's currently fragmented and rudimentary educational radio service into a nationwide educational radio "system." The expansion of radio for educational purposes is now actively supported by the British Council through training, and by UNICEF through the provision of radio receivers, training, and commodities. Given the current level of interest on the part of donors, as well as of HMG, the Primary Teacher Training Project — if successful — may be the first step in the development of such a system. However, the specific objective of the project is to develop Nepal's capability to train 2,000 to 2,500 primary-school teachers per year through regular radio broadcasts, residence workshops, and a test workbook — and to do so at a per-teacher cost well below the current figure.

■ *Burton C. Newbry, Chief, Office of Human Resources Development, AID Mission, Nepal*

The project will be implemented through a U.S. university contract. USAID will provide radio receivers, commodities, one transmitter, and training. An interesting feature will be the utilization of solar panels for powering the receivers.

PROFILES OF RADIO PROJECTS

Project Profiles, two-page summaries of development projects involving the systematic use of media, are published quarterly in groups of eight. *Profiles* on projects employing radio include the following:

Radio Santa Maria
Mauritius College of the Air
Kenyan Correspondence Course Unit
Radio ECCA
SITE Teacher Training (India)
Lesotho Distance Teaching Centre
Basic Village Education (Guatemala)
Radio Mathematics (Nicaragua)
Project for Equality of Access to Education for Women and Young Girls (Upper Volta)
Acción Cultural Popular (Colombia)
Radio Mensaje
The Radio Farm Forum Pilot Project (Thailand)
School On the Air (India)
Nutrition Mass Communication Project (Philippines)
Breastfeeding Campaign (Trinidad and Tobago)
The Model Family Planning Project in Isfahan (Iran)
Telemedicine in Alaska
Man is Health (Tanzania)
Association of Radio Clubs of Niger
MOBRAL (Brazil)
Movimento de Educação de Base (Brazil)
Masagana 99 (Philippines)
Lefatshe La Rona (Botswana)
Zaa Na Uwatunze (Kenya)
Rural Radio Education Project (Paraguay)
Tarahumara Radio Schools (Mexico)
Radioprimaria (Mexico)

Profiles can be obtained at no charge from Judy Brace of the Clearinghouse.

Successful Scriptwriting — Entrusting A Single Theme To Natural Talent

The backbone of any broadcasting program is the script. Good scripts produce good or poor programs, but bad scripts *never* produce good programs. The producer of a 20-minute documentary film must be prepared to give the scriptwriter a week or even a month to complete the script. Yet, educational broadcasting organizations seldom allocate as much as a week for scriptwriting, even though the audience of a single educational TV or radio broadcast often exceeds that of a documentary. No wonder scriptwriters in the broadcasting field feel underprivileged.

Even in film industries, scriptwriting tends to be overshadowed by other, more flamboyant elements. Nevertheless, good film directors and broadcasting program producers are keenly aware of the importance of the script. In fact, many film directors write their own scripts or at least reserve the earned right to improve commissioned scripts turned in by scriptwriters. Similarly, most first-rate educational program directors are capable of writing a coherent, workable script. Directors without writing ability, on the other hand, cannot make the best of the talents of competent scriptwriters, much less produce good scripts themselves.

Through every stage of instructional radio and TV program-making, scriptwriting is the nucleus; in a good script, all the toil, labor, and ideas of the educational policy-makers, curriculum specialists, program-series planners, scriptwriters, producers, studio teachers, accompanying-materials editors, production directors, technical operation staff, and evaluators crystalize. Only a well-organized educational broadcasting system can produce good scripts on demand because it alone can make functional a system in which the creative resources of the production staff can be counted upon to combine and bear fruit. Indeed, one mark of the good educational broadcasting organization is respect for the creative talent of scriptwriters.

Their importance established, can such specialists be trained? Yes and no. If *trainable talents* are recruited, they can be familiarized with the characteristics of relevant media. But intrinsic creative endowment cannot be compensated for by training; so, true talent should be found and then refined by training. The hunt for this talent takes time and energy, but it is not a lost cause if the hunters know what they are looking for — a clear and compelling writing style and, most important, composition skills.

If a program is to impress its message clearly upon each mind in the target audience, the program format should include an adequate introduction, follow-up, and conclusion that are centered on one theme. Similarly, any program series should have a consistent structure and be forceful enough to retain the interest of both teachers and learners from the course's start to its finish. Only through this serial construction can the theme of each program be clearly identified and its position within the framework of the whole instructional course be grasped.

Each program in this series should turn on one clear-cut central theme, never more than one. Beyond this basic criterion, asking the following questions should help educational broadcasting staff to assess the merits of the script and, it follows, the talents of the scriptwriter:

- Does the script have a single main theme and no more?
- Can any reader of the script easily pick out the theme and jot it down in less than three lines?
- Does the script flow? Does it have four, or perhaps three, movements like a musical piece? Or, like a Chinese poem, does it move from the introduction of the theme to its development, adaptation (or comparison, reflection, etc.), and conclusion?
- Does the script have a clear climax located near the end of the program?
- Does the script include meaningful pauses? Are there pauses for posing questions and for making members of the audience think for themselves? Or pauses for drill?
- If the script is for TV, can the reader figure out the program's plot from the visual element alone (not the audio part)?
- If intended for TV, does the script designate each camera movement (especially the close-up shot) according to the intrinsic requirements of program contents?

Each of these questions will be answered in the affirmative if the script is good enough to produce. But as to whether there is any substitute for natural writing talent, and as to the wisdom of stressing more than one major idea in a single educational program, the answer is invariably "no."

■ *Shigenari Futagami, Senior Mass Media Specialist, Education Department, the World Bank*

On Scriptwriting and Program Production

1. *A Handbook for Scriptwriters of Adult Education Broadcasts*, Volumes 1 and 2, edited by Brian W.W. Welsh, Friedric-Ebert-Stuftung, 53 Bonn-Bad Godesbert, Kolner Strasse 149, Federal Republic of Germany.

2. *Techniques for Improving Educational Radio Programmes*, UNESCO Educational Studies and Documents No. 30, by James M. Theroux, UNESCO, 7, Place de Fontenoy, 75700 Paris, France. (U.S. $2.75).

3. "Effective Educational Radio: An Approach to Analyzing Programs," by James M. Theroux, Center for International Education, University of Massachusetts, Amherst, Massachusetts, 01003, U.S.A. (U.S. $2.00).

On File at ERIC

Among recent entries in the Educational Resources Information Center (ERIC) files are a discussion of issues in communication development, and bibliographies on mass communications in Asian countries.

- Heiskell, Andres. *The World of the Word*. Paper presented at the Public Relations World Congress, Boston, Massachusetts, August 1976, 22p. (ED 147 854).

  Stressing the potentially enormous power of new communication technology and the need to use this power cautiously and wisely, this paper considers the use of communication satellites, the conflict in developing countries between the concepts of free communication and the need to protect a people or a culture from harmful outer influences, the occasionally disastrous results of transferring television instruction from one country to another, the importance of considering the costs of communication technology, possible dangers of one-way flow of information and the desirability of establishing two-way communication, and two experiences in obtaining direct telephone response from television audiences. Available from EDRS in microfiche for $.83 or in photocopy for $1.67.
- Espejo, Christina Y. and Guy de Fontgalland, editors. *Mass Communication in Singapore: An Annotated Bibliography. Asian Mass Communication Bibliography Series 6*. 1977, 70p. (ED 149 367).

  Yu, Timothy L.M., compiler. *Mass Communication in Hong Kong and Macao: An Annotated Bibliography. Asian Mass Communication Bibliography Series 3*. 1976, 43p. (ED 149 368).

  Mass Communication in India: An Annotated Bilbiography. Asian Mass Communication Bibliography Series 2. 1976, 230p. (ED 149 369).

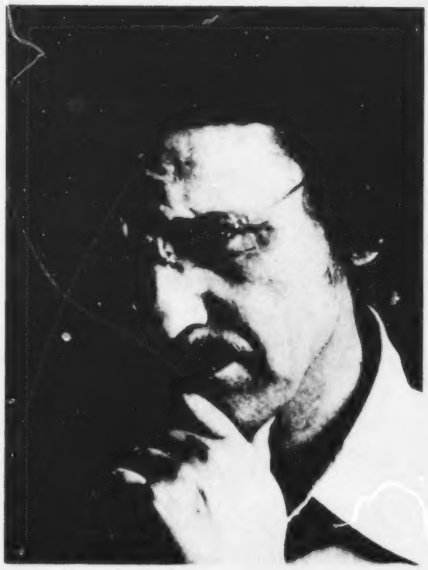
  Yang, Shou-Jung, compiler. *Mass Communication in Taiwan: An Annotated Bibliography. Asian Mass Communication Bibliography Series 5*. 1977, (ED 149 370).

  All four were published by and are available from the Asian Mass Communication Research and Information Centre, 39 Newton Road, Singapore 11, Republic of Singapore. Prices vary: The collection from Singapore is $10.00. The bibliographies are also available from EDRS in microfiche only for $.83 each.

Documents available from EDRS can be ordered from ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210, U.S.A. Order by ED number and enclose payment for the price listed plus postage. For information about ERIC, write to the ERIC Clearinghouse on Information Resources, School of Education, Syracuse University, Syracuse, New York 13210. U.S.A.

■ *Barbara B. Minor, Publications Coordinator, ERIC*

An Interview with Andreas Fuglesang



DCR's editor spent the morning of June 26 in Geneva, plying communication consultant Andreas Fuglesang with questions about the new U.N. Audio-Visual Information Center on Human Settlements — Vision Habitat. Willing his own ease amidst a basement jumble of shipping cartons and the nerve-rattling jangle of phones, he managed to give forthright and thoughtful answers to less than systematic questions. A few of each follow.

Kathleen Courrier: Whose idea was Vision Habitat?

Andreas Fuglesang: The notion of regionalizing communication resources eventually dawns on just about anyone involved in education and information activities, especially those in the developing world, and it is clearly in line with the U.N. General Assembly's resolution on human settlements. Vision Habitat itself, as the name suggests, harks back to the U.N. Environment Conference of 1972. In Stockholm, the Canadian delegation proposed using film as primary documentation for a conference on human settlements, which it offered to host.

KC: What happened between the Stockholm and Vancouver conferences?

AF: Plenty. First UNEP came up with the necessary funds, which have since been supplemented by Canada's International Development Agency. Then, starting in September of 1974, A-V advisors — some 30 in all — paid visits to the member states to encourage the local production of interpretative film statements on human-settlements demonstration projects. The idea was to get countries' self-produced self-images. These visits, along with regional workshops held in Mexico City, Bangkok, and Addis Ababa brought the desired results — 100 commitments for locally made "insiders" films.

KC: Were all hundred films made?

AF: Actually, by June of 1976, 240 films on various human settlement problems from 132 governments and international organizations had been submitted. At Vancouver, the films were shown to committees and, on request, to individuals.

KC: How were the films received?

AF: Well, naturally there was some redundancy since habitat-related problems are widespread. But the overall reception was such that to shelve the films at the close of the conference would have made no sense at all. That feeling led to plans for systematically circulating the best of the lot.

KC: So, Vision Habitat in a sense represents the circulatory system?

AF: In part. Vision Habitat actually consists of six regional film-distribution centers: Nairobi, Dakar, Bangkok, Mexico City, Geneva, and a sixth center located in a Middle Eastern city. Vancouver serves as headquarters and as the North American regional office. Each center has a regional inventory that includes in their original languages all the films submitted to the Habitat Conference. In addition, about 80 films of general or international interest are on hand at each location. These 80 core films are available in French, English, Spanish, and Arabic.

KC: How are these film inventories used?

AF: In training, planning, and educational activities related to human settlement problems. The hope is that government employees and field-workers and others engaged in development work will make up the viewing audience. Some of the films are too sophisticated to strike a villager as anything but curious, but they do have the power to turn around bureaucratic thinking and to give mid-level development workers arresting pictures of the real-life consequences of and solutions to the problems of inadequate housing, poor sanitation, etc. They are eye-openers.

KC: But if the eye is open, does the hand necessarily move?

AF: No. Films alone certainly can't solve human-settlement communication problems, much less the human settlement problems themselves. But the national actions generated by means of and connected with films can make a dent. Besides, the centers are not merely film libraries.

KC: What else goes on at the regional offices?

AF: Well, for one thing, at every center is a trained animator who travels the region, keeps its pulse, and acts as an advisor on communication problems. For another, regional communication clinics and competitions are in the works. The Geneva office also publishes a heavily illustrated newsletter on ways to spread awareness and knowledge of human-settlement issues.

KC: It sounds as though your first allegiance is not necessarily to film itself?

AF: Not at all. Films partially substitute for personal communication. The loss of quality is compensated for by the gain in quantity . . . it's purely a question of the local optimum mix. Film has its advantages; it is closer to reality than some other media are because it provides both audio and visual stimuli. But when something else works better than film, and that usually means a media mix, then we use something else. My business is to find ways to communicate information and ideas needed to solve basic human-settlements problems, not to advocate the use of a particular medium.

KC: Your flexibility must itself create some problems . . . or at least complications?

AF: Not the way I see it. The chief problems we are up against are related to inflexibility. Two examples ought to make my point. One problem we're having is getting films across national borders; all kinds of idiosyncratic regulations stand in the way. Another is getting films, which provide primarily qualitative data, accepted as valid evidence by a research community brought up on numbers.

This last problem is especially troubling. Besides being almost impossible to collect, precise quantitative data are expensive and of little practical worth to local decision-makers, who either aren't able or don't care to use it. We have appropriate technology and now, as far as I am concerned, we need appropriate methodology.

KC: And appropriate communication?

AF: And appropriate communication. Most likely, nothing can beat person-to-person contact, but for now we have to content ourselves with next-best means, means that have not been depersonalized completely. As a step in that direction, we are sponsoring a series of photo, TV, film, and scriptwriting competitions in each region. We hope to ferret out new talent, to encourage low-budget uses of media that are typically and unnecessarily associated with advanced training and exhorbitant outlays of cash, and to come into the possession of programs and pictures that we can use at the grassroots level to make people aware of the dimensions and repercussions of problems related to human settlements. We're especially interested in documenting and promoting self-help programs and popular participation.

KC: How can *DCR* readers get information about these contests and obtain entry forms?

AF: By writing to VISION HABITAT, Field Coordination Office, Rooms E47-49, Palais des Nations, 1211 Geneva 10, Switzerland. Incidentally, a free subscription to *Vision Habitat News* can be had by writing to the same address.

KC: Would you like to end on that practical note or on another, loftier, one?

AF: Actually, I have a few parting words in store. As communicators, we have to be ever mindful of the fact that it hurts to be underdeveloped. That means that we have to take care to avoid giving people the feeling that what has gone before is bunk because that feeling hurts too. I think it helps to think of communication work as helping people cope and of coping as something most of them know something about. After all, villagers the world over have survived on the strength of that ability for thousands of years. ■

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Toward The Definition Of Broadcasting Training Needs — Some Systematic Questions

Adapted from Chapter 5 of Training for Broadcasting in Asia (AMIC, 1977) *and reprinted with the permission of the Asian Mass Communication Research and Information Centre, Singapore*

The following questions are intended to help those in charge of broadcasting in developing countries identify the kinds of alternatives that must be considered in the course of making operating assumptions explicit. Together, they represent an attempt to structure a huge problem, that of assessing training needs, not to fish for "right" answers.

I. An Inventory of Questions

A. What is the nature of your communication institution?
1. What are its aims and goals? Who determines these?
2. Where does your institution stand in the power structure and what political and other constraints act upon it?
3. What are your physical and financial resources? Current? Near future? Long-term?
4. What are your personnel resources? Now? Near future? Long-term?
5. What physical and financial resources do you need to do an effective job? Now? Near future? Long-term?
6. What personnel do you need? Now? Near future? Long-term?
7. What is your present training situation? How many cycles of training now in operation? How many trainees returning?
8. What anticipated changes related to expansion or technology could affect future personnel needs?

B. What hard background data are available on your institution's social role?
1. What are the chief features of your society? Rural-urban? Regional differences? Racial-ethnic-religious differences? Class-status differences? Political affiliations?
2. How far does your broadcast coverage extend? What is your technical reception quality?
3. What special function does you station serve in the total information flow in your society? Will this change?
4. What is the composition of your audience? Its location? Listening-viewing habits?
5. What do you know about your acceptance and credibility compared to that of other media?

C. What are your institution's training needs at the various levels?
1. In what areas are your major needs? Planning? Management and administration (including promotion)? Creative personnel — writers, producers? Technical and maintenance personnel? Researchers and evaluators?
2. Where can various levels of training (introductory, mid-level, advanced, retraining, continuing, managing) be most efficiently obtained? In the system? Elsewhere in the country? In the region? Overseas?
3. What problems related to language or equipment could be solved by regional or overseas training?
4. Which levels or positions in your organization should be filled by university-educated personnel? By technical-school people?

D. What forms of training will best meet each of your needs?
1. What duration? Short-term? Medium term? Long-term?
2. What group structure? Individual? Small group? Large group?
3. What about trainer-trainee contacts? Personalized training? Distance or extension training?
4. What are the training priorities? Emergency? Accelerated crash? Regular?
5. What method is best adapted to each need? Lecture? Discussion? Audio-visual? Case studies? Laboratory? Simulation? Guided experience? Programmed instruction? Observation tours? Seminar workshops? Readings?

E. What academic disciplines are relevant to your training needs?
1. Which social sciences?
2. Which physical and natural sciences?
3. Which humanities?

Individual answers to the above questions will doubtless suggest some combination of broadcaster-sponsored staff training and of the use of existing educational institutions. Because trainers, facilities, and financial resources are almost always in short supply, cooperation between academic and non-academic institutions is likely to be mutually helpful. The borrowing of personnel (from universities and trade schools) and the sharing of facilities can help bridge the gulf between scholars and practitioners.

Twelve people made up the study group that developed these questions: Khidr Al-Sha'ar, Syria; R. Balakrishnan, Malaysia; Bert Cowlan, U.S.A.; Mrs. Lourdes Dagdag, Philippines; Alex Edelstein, U.S.A.; Christian Grote, Singapore; Everold Hosein, Jamaica; Leslie Sargent, UNESCO; Ms. Maria Luisa Tuason, Philippines; Mrs. Norma Martinez, Philippines; Wolfgang von Fumetti, Indonesia; and Wong Soon Chong, Singapore. Bert Cowlan and Leslie Sargent acted as reporters.

Part II, "Toward the Definition of Broadcasting Training Needs — Some Tentative Answers," will appear in the next issue of DCR. ■

A Communicator's Checklist

1 "We set out to study the promise held out for broadcasting both by the aid-givers and by the receiving nations themselves and to compare this promise with the performance of the broadcast media," reads the preface to *Broadcasting in the Third World — Promise and Performance*. "And to coax whole truths from birds and little fishes?" the seasoned researcher resists quipping.

Had Elihu Katz and George Wedell been anything less than indefatigable and aware of both their own predispositions and the pitfalls of their craft, their book would have become a catchall for expert opinion and suggestive statistics. But since they prove themselves methodical to a fault and tolerant of ambiguity, how can the invitation to weigh *their* promise against *their* performance be turned down?

Katz and Wedell embark, as they put it, "on the morning after." Investigating the process whereby broadcasting and broadcasting institutions take root in the foster soil of developing countries, they begin by sizing up some accomplished facts. The clincher is that broadcasting's moment of glory — the crest of the independence movements of the sixties, when nation-building was tantamount to the Lord's work and the word equalled the deed — has passed.

Four other themes, the two say, also permeated the researchers' discussions at large. First, LDC governments are increasingly mindful of popular movements and of the costs of denying movement spokespeople access to the mass media. Second, new-found wealth in the form of oil revenues gives some LDC countries the opportunity to shout down the BBC or Radio Moscow and to get their versions of things into broadcasting annals and across national borders for the first time. Third, feeling runs high that champions of the "free flow of information" must make their peace with cultural protectionists if feudalism is not to overtake international cooperation as one of mediated communication's first principles. Last, television has yet to find its place, much less to prove its worth, in the rural Third World.

That these four assumptions range from the inarguable to the incendiary gives us pause. More than that, healthy doubts about the premises help us read this book with eyes open wide enough to take in all eleven case studies and the full implications of the three focal points of the investigation: the media's impact on national integration, on socioeconomic modernization, and on cultural creativity.

Katz and Wedell approach broadcasting from the vantage of the policymaker, giving shorter shrift to the "the varieties of structure, control, or performance." They claim that the policy concerns of integration, development, and cultural sovereignty ideally emerge in predictable sequence but actually arise in response to skittish political cues. Often, though, the ideal is the actual. In such cases, the new nation presumably devotes itself first to the cause of post-colonial political integration, expanding the media's reach and dedicating broadcast time to promoting national priorities and leaders. Next, the emphasis shifts to socioeconomic, educational, and technical development. At this stage, the mass media are used to communicate both the essential goals of the new nation's development plan and household hints for realizing them. Finally, the media are used deliberately to promote or, by default, to demote traditional culture.

The decision to deploy the mass media for development — Is it the decision to let tradition take the hindmost? Katz and Wedell air the views of Clifford Geertz, Daniel Lerner, and others who say that the mass media are perforce agents of modernization, but they temper that view with evidence that the passifying influence of the media is more or less concordant with the values of some cultures. *Caveat emptor* they would say if they were selling — which they are not.

This same cautious realism informs the chapters on the development and transfer of broadcasting structures, technologies, and institutions. Close to half the text is taken up by the thorough, if uninspired, exposition of the relative advantages and disadvantages of various broadcast bands, media, systems, and norms in different parts of the developing world. This exercise in classification and comparison spawns a few useful axioms, an historical perspective of sorts, and a tentative feel for what will send some broadcasting institutions and technologies into the waxworks while propelling others into the next century (unmanageable and manageable complexity, respectively).

Readers will likely value in these middle chapters the outlines of the legacies of, say, the British broadcasting model versus the French prototype. They may blush, however, to be reminded that "it is not unknown for persons to be appointed to management posts in broadcasting whose political reliability exceeds their managerial competence." In all, they will find a puzzling mix of insight and pap.

The title chapter, "Promise and Performance," is the book's mainsail. It too is a blend of incisive interrogation and blunt declaration, but the pitch here is forward as well as outward. The authors return, none too soon, to the questions they set about to answer. They range wide, contending that the media's part in the modernization process can be neither dismissed nor writ too large, that the mass media are best used in support of ground-level change and not as its purveyor, and that the reverse side of the media's ethic of glamour isn't necessarily a revolt along the lines Marx described. In what may be the book's high point, they also grapple with the tension between cultural continuity and cultural change — a provocative discussion that cannot be summarized without inadmissible losses but that winds up swinging on Geertz's distinction between "essentialism" ("moving with the present") and "epochalism" ("holding an inherited course").

Katz and Wedell's last words ring practical. Relying on their case studies and their knowledge of deserving experiments, they suggest new uses for radio and TV, some of them posited on fresh conceptions of the media. Could TV be considered a collection of components instead of a package technology? Can the counterproductive distinction between entertainment and education be dissolved? Can broadcasting's role be reassessed in light of fuller knowledge of economic, political, cultural, and social constraints that affect it?

If the answers to these questions are not served up, at least the questions themselves have taken on cleaner edges thanks to Katz and Wedell. Indeed, for all its appendices and notes, this book is at bottom an acid bath for the often dull analytical tools of the trade.

Broadcasting in the Third World — Promise and Performance can be obtained for U.S. $15.00 from Harvard University Press, 79 Garden Street, Cambridge, Massachusetts 02138, U.S.A. ■ *K.C.*

2 Fostering Technical Cooperation among Developing Countries (TCDC) is a function of the United Nations Development Programme. The TCDC Special Unit, through its Information Referral System, has gathered information relating to the technical capacities of the developing countries in its *Directory of Services for Technical Co-operation among Developing Countries*. Eight hundred and fifty organizations in 67 developing countries supplied this directory with information on their services.

Listed alphabetically are national and regional organizations in the developing world. Also featured is a section on the technical services offered by the United Nations family. Information on these services includes that on the specialized field and research capabilities of the organization, the form and language of the cooperation offered, available fellowships and consultancies (if any), and the arrangement of finances. The entry for the National Media Production Center of the Philippines, for example, mentions short-term technician training in "various aspects of media operations (planning and production of print, radio, TV, film) . . . ," lists the courses offered in English and Filipino, outlines the kinds of research the center engages in either jointly or on contract, describes the center's technical

facilities, and makes reference to government fellowships and extension services. This kind of brief resume of the organization serves as an invaluable reference, much more useful than the all-too-common computer print-outs that almost defy human use.

Encouragingly, this publication is identified as Number 1. From this we can infer that there will be periodic up-dates. Given such a listing, one cannot help wondering how many existing organizations were not caught in the information net on the first throw. Since the distribution of TCDC's questionnaires was left up to the governments of the developing countries, were private organizations passed over? If so, will this oversight be corrected in subsequent listings? In the meantime, this publication will provide a clear, systematic, and unique source of long wished-for information.

The Directory of Services for Technical Co-operation among Developing Countries is available for U.S. $10 from TCDC Special Unit, United Nations Development Programme, 1 United Nations Plaza, New York, N.Y. 10017. ■ *J.B.*

3 Prepared for USAID, *Media in the LRCBCES Program* is "a survey of literature and experiences of nonformal community-education activities involving specific uses of media for various educational/informational uses" and constitutes yet another dictionary of development-communication alternatives. While it does not claim to be comprehensive, it does in fact cover the field adequately. Reiterating the basic advantages of instructional technology and offering once more the rationale for applying it systematically, the report includes a review of each major instructional technology system.

If the report is biased, it favors appropriate technology. Indeed, one of the few value judgments made in the report reads:

> A new concept, 'appropriate technology' thus seems a more suitable alternative than present models to guide applications of media in developing-country nonformal education.

Chapter II, "The Systematic Approach and the LRCBCES Project," makes interesting reading for practitioners in search of new planning ideas. The discussion of programmed and modularized learning takes these concepts out of the chemistry lab and puts them in the context of community education.

The report is a useful checklist of concepts, applications, and technology systems. It contains no new research judgments or strong stands on the comparative merits of different systems. Its greatest harm is supporting yet another officious and, in this case particularly unpronounceable, acronym, LRCBCES (Learning Resource Center Based Community Education System). When will it stop?

Media in The LRCBCES Program, written by James W. Brown for the San Jose State University/Agency for International Development Project can be obtained from the author at San Jose State, San Jose, CA 95114. ■ *W.S.*

4 The significance of *Rádio Educativo no Brasil: Um Estudo* depends on one's vantage. To a Brazilian, its publication four years after the completion of the analytical work on which it is based signifies a renascent official interest in educational radio. Since the mid-1960s, when the *Movimento de Educação de Base* (MEB) came under fire from those who feared the possible consequences of its message of peasant "liberation" in the Northeast, educational radio has taken a back seat in Brazilian planning to more technologically appealing television-based programs like SACI, ETV in Maranhão and Ceará, and the Brazilian Center for Educational Television Foundation.

For planners, the book has a broader meaning, nonetheless important for the fact that the volume is in Portuguese. Like many other countries, Brazil has a multiplicity of educational radio programs, the characteristics of which vary. To make some sense out of this mix, and to enable national planners to relate it to national development goals, a study of five major programs was undertaken in 1971-72. Originally, it was seen as one contribution to a larger program of the National Council on Human Resources known as the Advanced System of Educational Technology (SATE). SATE, however, was short-lived, replaced in 1972 by the National Program for Tele-Education (PRONTEL).

Lacking any model for such a survey, the study team first had to agree on one. A simple input-process-output model, in which input was defined as the entire national population, was chosen. Arguably, the clientele for radio education programs is in fact much more limited, but Brazilian educational policy is inclusive and an official study could not exclude any potential audience.

Six process "levels," or functions, were also identified: production, transmission, reception, staff development and training, and research and evaluation. Each of these, in turn, was seen as affected by financial, human, material, and technical/pedagogical resources. For example, at a given time the research and evaluation component could hypothetically be well financed, well equipped, and staffed by a small number of highly competent individuals. Such a combination of variables could result from the infusion of outside R&E funds into an operational program that traditionally neglected R&E.

The five programs studied were the *Movimento de Educação de Base* (MEB), a national, private, nonformal adult-education program run primarily in the North and Northeast; the *Fundação Educational Padre Landell de Moura* (FEPLAM), which broadcasts both certifying and nonformal programs for adults in the southern state of Rio Grande do Sul; the *Fundação Padre Anchieta*, a São Paulo-based operation resembling FEPLAM; the *Instituto de Radiodifusão Educativa de Bahia* (IRDEB), which concentrates on formal school equivalency courses in Bahia; and the *Projecto Minerva*, a national official program primarily concerned with equivalency courses broadcast by commercial stations (which are legally obligated to transmit a specified number of hours of educational programs).

The book contains brief summaries of the history, organization and administration, and objectives of each agency. These summaries are followed by sections organized according to functions and variables, while a subsequent section organized by agency represents the integration of the other parts. A final chapter, perhaps unduly negative, consists of conclusions and recommendations.

Fairly predictably, given the impetus for the study and the tendancy of national planners to want to "rationalize" situations, the study's conclusion is that too many efforts were isolated and uncoordinated. More significant are the observations on resources. Most (including staff training) were found to be precariously funded, poorly accounted for, and subject to inadequate budgeting procedures — all of which made meaningful statements about costs difficult to make.

Some conclusions on production seem quite arbitrary (e.g., "The classes are too short."), but they at least manifest a concern often lacking at the planning levels — program quality. Similarly, the points made about transmission, which mainly concern scheduling, reflect a healthy interest in making programs available to neglected audiences. Reception was found inadequately organized or controlled, turnover of local monitors too high, and supervision sporadic.

The comments on planning and research are particularly telling. "With rare exception, exploratory studies to serve as a basis for planning are not performed . . . the programming transmitted is not of a priority nature . . . the programming (is) not a response to the necessities of the target populations." Furthermore, "Advantage is not taken, probably due to lack of knowledge, of international experience in the sector, with the exception of MEB." (MEB, it is worth noting, belongs to the Latin American Association of Radiophonic Schools, whose members share information and some programs.)

Many of these familiar-sounding findings will no doubt be corroborated by similar surveys, such as the study of educational broadcasting in the Commonwealth Caribbean planned for fall 1978. In the meantime, the publication of this volume represents a useful contribution both to the design of such surveys and to the literature on Brazilian education. Advantage of the record of this experience should not be seized by Brazilians only.

Radio Educativo no Brasil: Um Estudo can be obtained (in Portuguese) from IPLAN, Edificio BNDE, 11° Andar, SBS, Brasilia, Brasil.

■ *Peter Boynton, Academy for Educational Development*

5 *Teaching Nutrition in Developing Countries or The Joys of Eating Dark Green Leaves*, edited by Kathryn W. Shack, should, as its subtitle and equally imaginative cover picture promise, spark by example the creative impulses of nutrition educators throughout the developing world. Compiled here is a potpourri of practical as well as innovative techniques and methods from 18 authors' own experiences, first reported at a "Meals for Millions"-sponsored workshop in June, 1977: a traveling-minstrel health campaign in Malawi based on such hit-parade tunes as "Brush the Flies from your Baby's Eyes" and "Groundnut Flour"; the use of Madison Avenue techniques in 60-second radio spots to "market" nutrition in the Philippines; a food-classification system based on the staple or "cultural super food" instead of traditional food groups; evaluation guidelines presented via a model that measures Knowledge, Attitudes, Behavior and Improved Nutrition Status (KABINS).

Amid a general celebration of "The Joys," some discordant notes are sounded. "Despite the fact that nutrition education has been an ongoing program in the (South) Pacific for the past 25 years, no tangible results have been reached." A rural mass-communication campaign in India "increased awareness but it did not change people's food habits." And in introducing her adaptation of Paulo Freire's methodology, Therese Drumond reminds us that while "it is natural to want to know little tricks which will help us get across information . . . you and I know this is not the major problem."

Somewhat disquieting as well is what the authors don't say. Program impact is generally addressed only through anecdotal comments; and testimonials as a measure of program success cannot compare with improved nutritional status. One suspects that beyond a lack of quantifiable data (discussed in the chapter on evaluation), the results, if available, might not be heartening. These presentations perhaps reflect a malady that has long afflicted nutrition-education efforts: the lack of a context in which emphasis falls on both the availability and affordability of food, as well as on basic health services (the three needed parameters for nutrition-education programs and evaluation).

Such lacks may well be remedied as "Meals for Millions" moves beyond its "first effort" and should not overshadow the book's contribution to the Foundation's hope of serving "as a useful clearinghouse of ideas on the 'how' in nutrition."

In summary, this appreciably readable 'how to' manual on nonformal nutrition-education activities is of interest and utility to nutrition practitioners, whether national planners, program managers, or field-workers.

Teaching Nutrition in Developing Countries or The Joys of Eating Dark Green Leaves can be mail-ordered from MMF, Nutrition Education Books, Drawer 680, Santa Monica, CA 90406 U.S.A. for $U.S. $4.00 ($7.00 if foreign air mail).

■ *Sandy Callier, Food and Nutrition Unit, Ministry of Planning, El Salvador*

WOMEN AND THE MASS MEDIA

Responding to recommendations formulated during International Women's Year, UNESCO has funded a study of inter-relationships between the roles of women and those of the mass media. The project, a comprehensive and analytical worldwide survey, will cover past and current research, training, action, and lobby programs related to the role and position of women *in* the media industries and to their portrayal *by* the media. In addition, the personal experience and viewpoints of those who have written or thought about the issues or produced programs on them will be incorporated.

The project is designed to go beyond simple description, or even historical analysis, and to suggest policies and action directed at development and social change. The results will form the basis of a working paper for the UN/UNESCO Seminar on Women and the Media planned for March of 1979.

DCR readers are encouraged to apprise the project director of

- current or previous research projects
- programs in training, production, development, or the creation of information networks and syndicates
- lobbying programs (i.e., those directed at influencing media policy or output)
- names of potential contacts in the field
- relevant personal comments or experiences

In return, the director promises to share the conclusions and outcomes of the project with contributors. Write to Margaret Gallagher, Audio Visual Media Research Group, Institute of Educational Technology, The Open University, Milton Keynes MK7 6AA, ENGLAND.

THE VIÑA CONFERENCE PAPERS

To cap a series of 11 national seminars on Technology Transfer in Education, the Organization of American States sponsored the first Inter-American Seminar on this subject in Viña del Mar, Chile, last May. The five-day meeting was held to summarize the recommendations of the national seminars, to provide a forum in which to present working projects, and to explore the need for a regional center for use by all OAS states for research, evaluation, and information dissemination.

A number of the case studies presented demonstrated various applications of technology to education. These included the Radio Math Project in Nicaragua, Radio Shuar in Ecuador, Brazil's SACI satellite project, Costa Rica's new Open University, El Salvador's Educational TV and several innovative university-level training programs.

In the discussions of technology transfer, it was clear that the concerns of participants were not focused on technology hardware, but on its thoughtful implementation to assure the cultural integrity of each country. It was equally clear that although each country must generate an education-technology policy suited to its needs and aspirations, participants agreed that sharing experiences and information was necessary to avoid duplication and to strengthen individual efforts.

A list (TTE/doc. 1/78) of the seminar papers that are available (in Spanish) can be had from the OAS Department of Educational Affairs, Room 925, 1735 Eye Street, N.W., Washington, D.C. 20036 U.S.A.

DATA ON EDUCATIONAL RADIO & TV

UNESCO plans to compile comprehensive case studies on applications of educational radio and television. To be published during UNESCO's next bi-ennial, these case studies will reflect a worldwide data-gathering effort.

Address questions or submit information related to the project to the following regional project coordinators:

Senor Arturo Matute
Ed. Tech. Specialist
UNESCO, Chile
P.O. Box 3187
Santiago, CHILE

Mr. A. Dyankov
Ed. Tech Specialist
UNESCO Bangkok
P.O. Box 1425
Bangkok, THAILAND

M. Roberto Di Pasquale
Ed. Tech. Specialist
UNESCO Dakar
B.P. 3311
Dakar, SENEGAL

Mr. H. Mantynen
Nonformal Ed. Specialist
UNESCO Science Office
8 Abdel Rahman Fahmy Street
Garden City
Cairo, EGYPT

Herbert Marchl
Program Specialist
UNESCO ED/SCM/MMT
7, Place de Fontenoy
75007 Paris, FRANCE

WEST INDIES SATELLITE DEMO & REPORT

Rural-development workers and small farmers from several Caribbean island nations met on St. Lucia in March under AID auspices to discuss their development concerns via satellite. They attended a week-long series of seminars at the University of the West Indies' extra-mural center at Castries, St. Lucia. During these sessions, participants spoke via satellite with resource people at UWI campuses in Mona, Jamaica and in Bridgetown, Barbados. Representatives in St. Lucia and Barbados watched their Jamaican colleagues on a TV screen and talked with them using NASA's ATS-6 and ATS-3 experimental satellites.

This outreach activity formed part of a ten-week satellite demonstration sponsored by AID to link two of the University of the West Indies' eleven campuses. The satellite link was available three mornings a week for lectures, seminars, and teleconferences between Jamaica and Barbados. As part of this project, special conferences via satellite have brought together experts from other West Indian agencies to discuss rural medical care, integrated rural development, techniques for teaching the deaf, and other topics of shared interest. The satellite demonstration featured a tele-conference between UWI faculty members and experts from the Solar Energy Research Institute at Golden, Colorado. The U.S. solar energy panelists spoke from Denver using a nearby satellite earth station. Another teleconference — this one using sound only — was held via satellite between the UWI and the University of the South Pacific in Suva, Fiji.

UWI officials, impressed by the benefits of the satellite demonstration, asked for and received a three-month extension on the ATS-3. Over the summer they investigated additional audio-only applications and explored satellite communication's potential for helping them serve their Caribbean member nations better.

For more information on this demonstration and AID's other satellite projects, contact Dr. Clifford Block, Associate Director for Educational Communications Technology, DS/ED, Room 320-D, USAID, Department of State, Washington, D.C. 20523 (Telephone 703/235-9062).

CALL FOR COPY

Videotape applications and experiments, innovative literacy efforts, the use of the media in skills-training activities, health-information campaigns, and development-communication projects in urban settings are some of the topics slated for coverage in upcoming issues of *DCR*.

Readers are encouraged to submit articles on these and related subjects to the Editor, who also welcomes photographs and case studies.

DCR READER SURVEY

Well over 500 *DCR* readers have returned the questionnaire sent out with Issue 23. The results, now being tabulated, will influence the evolution of the newsletter's style, format, and content.

Readers who have not yet filled out the form are urged to do so. Respondents will automatically receive CDC's Information Bulletin No. 9, "*Mtu Ni Afya* — Tanzania's Health Campaign." by Budd L. Hall.

APPROPRIATE TECHNOLOGY

Two British and two international organizations are supporting the study of small-scale, inexpensive communication systems for the Third World. From June through December of 1978, a survey of a representative range of small communication systems that provide either general or specific services is being conducted. The second stage of the effort is intended to consist of one or more pilot projects based on models identified during the survey.

DCR readers are encouraged to forward information to the survey-takers on all aspects of project history, operation, and policy: staffing and staff-training, organization and control, relations with national bodies, technical standards, equipment procurement, the potential for manufacturing equipment locally, and background information.

The rationale for this two-part project derives from Fritz Schumacher's *Small is Beautiful*, and the project coordinators attach singular importance to the advice and participation of those in the Third World, among whose number are many of the project's chief advisors.

To get or give information on affordable communication options, write to Richmond Postgate or Peter Lewis (Appropriate Technology in Communication, 42 Store Street, London WCIE 7DA ENGLAND).

A.I.D. SATELLITE REPORTS

A limited number of free copies of the following reports, all issued as *A.I.D. Studies in Educational Technology*, can be obtained from the office of Dr. Clifford Block (DS/ED, Room 320D, SA-18 AID, Agency for International Development, Washington, D.C. 20523, U.S.A.):

Telemedicine: Some Findings from the U.S. Experience, by Heather E. Hudson

ATS-6 Satellite Experiments in Health, Education, and Telecommunications, by Robert T. Filep and Patricia A. Johansen

Costs and Satellites: Implications of the ATS-6 Demonstration, by Steven J. Klees and Stuart J. Wells

The Hermes Communications Technology Satellite Project, by Anna Casey-Stahmer

Public Service Satellites for Development, by Steve Porter

WOMEN'S NEWS NETWORK

Initiated in January of this year, UNESCO and UNFPA's joint project to create regional feature services and audio-visual banks on women and population has already borne fruit. OIM (Oficina Informativa de la Mujer) Feature Service for Latin America, under the direction of Argentinian journalist Mabel Itzcovitch of the Inter-Press Service in Rome, intends to produce and circulate some 200 articles per year on women's new roles, their social and familial status, and their participation in the development process. Some of the OIM features will be adapted for radio and disseminated through the Latin American Communicators for Development (in Bogotá) and all will be distributed through the IPS circuit.

Inquiries and contributions related to OIM should be addressed to Mabel Itzcovitch (IPS, Via Panisperna, 207, Rome, Italy). For further information on the worldwide UNESCO/UNFPA project and its proposed regional manifestations, write to Yvette Abrahamson (UNESCO, 7 Place de Fontenoy 75007, Paris, FRANCE).

EBI & THE *DCR* READER

A recent survey of the information needs of media professionals around the world, sponsored by USAID and conducted by Howard Leavitt, revealed that *Educational Broadcasting International* "is the single most frequently mentioned source of information about educational radio and television." In interviews with directors and managers of large instructional radio and TV systems in twelve developing countries, EBI was mentioned more often than UNESCO or the BBC.

Any select bibliography of periodicals testifies that researchers, writers, and Ph.D. students in the USA and elsewhere rely on *EBI*, and the journal is essential reading in communications and media courses. Of particular value to media practitioners and those whose interests take in Third World problems and developments, *EBI* also ranks as priority reading for the directors and staff of most governmental and independent TV and radio services around the world.

Recent issues of *EBI* have dealt in depth with such topics as Media and National Development (December 77), Communication and Perception (March 78), and Producing for Peak Time (June 78). Forthcoming issues will feature Media Economics (December 78), and Popular Theatre and Broadcast Drama (March 79).

EBI's editor, James Potts — formerly a film and TV producer, trainer and consultant in Ethiopia, Kenya, and Nigeria — invites *DCR* readers to write for a sample copy of the journal and for subscription details. Address correspondence to The Marketing Department, Peter Peregrinus Limited, Station House, Nightingale Road, Hitchin, Hertfordshire, ENGLAND. ■

COMMUNICATION PLANNING — A FOURTH VIEW

In Issue 23 of Development Communication Report, *three contributors — two from the East-West Communication Institute and one from the Japan Broadcasting Company — gave their views on communication planning. In this article, Alan Hancock, who is Chief of Communication Planning and Studies in UNESCO's Division of Development of Communication Systems, in Paris, reviews their contributions and adds his own perspective. The viewpoint he puts forward is a personal one: while he describes the UNESCO program in this field, his opinions do not necessarily express an official UNESCO position.*

John Middleton's article, "Using Theory in Communication Planning," includes a succinct definition of communication planning, which will serve admirably as my text. He says:

"In my view, planning is the application of theory to reality, in order to reach decisions about what to do, when, and how."

In other words, communication planning includes not only techniques and outcomes, but also the planning process itself; it is as much a matter of framing the right questions as of finding concrete results. And it is concerned, finally, with the realities of implementation; unless the decision-maker actually recognizes and acts upon the recommendations of planners, their work will be wasted, however innovative or logically sound it may be.

In many ways, the other contributors to the issue say the same thing. Kazuhiko Goto, for example, concentrates on another preoccupation of the field: the need to decentralize planning structures and to involve the recipients of planning in the planning process. George Beal and Peter Meehan emphasize the need to begin with a knowledge search that goes well beyond pure research, and to convert the available corpus of knowledge into a form that product developers and decision-makers can use. Out of all of this comes a sense that communication planning, if it is to have any significance at all, must emerge from the ghetto of theory and come to grips with the confusing variables of the real world. Middleton shows the growth of this line of thought most clearly in his discussion of planning theories. The basic approach is still that of systems planning, what Middleton calls the *rational-comprehensive*.

As an approach, rational-comprehensive planning is product-oriented; it is aimed at developing specific plans. But the more recent approaches to planning that Middleton describes stem from separate viewpoints. First, there is a new emphasis in some approaches upon the structural and psychological changes needed in both institutions and people to improve their capacity to deal with the planning process: the need to develop synthesizing and integrative skills. Second, recent changes in philosophical attitudes toward planning augur for the involvement of users more directly in planning processes. These shifts derive from a growing concern for the issues of access and participation, which have been felt in many fields other than communication. As Middleton himself says, these planning approaches are compatible; they can be integrated. But, unless we are clear about how they differ and about how the process of synthesis may take place, we run the risk, yet again, of alienating the practical planner. In short, if the planning debate is too rich, too diffuse, too dissonant, or too technical, the practical planner will simply disregard the variety of theoretical aids available and opt for experience whenever deadlines press.

It should help, therefore, to separate more clearly the different emphases of emerging planning styles. For a long time to come, it is my belief, the systems approach — the attempt to realize concrete results by logically establishing policies, translating these into objectives, quantifying whatever is quantifiable, setting measurable targets and behavioral outcomes when these can be envisaged, and relating all of these to strategies — will continue to be central to actual planning surveys. To reach specific conclusions, decision-makers need not only a translation of available data (as Beal and Meehan argue), but also a set of proposals, expressed if possible as alternatives, so that they can visualize strategy concretely and evaluate options comparatively.

The problem with the systems approach to planning is that it tends to be both centralist and inflexible. Modelled upon earlier forms of planning (especially economic and educational planning) that have in most cases reflected a centralized view of economic development, this approach has normally been taken by governmental economic planning boards or units. Too often, links with users in this process have been non-existent and links with decision-makers limited to those at senior levels. Basically, the new planning approaches are responses to the recognition of this limitation. Their proponents and users try to avoid linearity by building evaluative processes into planning designs; they try to improve representation by making planning structures more open and improving feedback possibilities; they try to improve the learning capabilities of those entrusted with planning. In most cases, the approaches they take are experimental, custom-built for particular planning situations rather than universal.

Of course, some recent attempts have been made to improve the methodology of communication planning by integrating different theoretical bases — planning theory and development theory. Because the field can draw upon so many disciplines and tools, synthesis is the main problem here: the difficult tasks are to draw out the dominant strains in each and to identify common principles or techniques. To my mind, Middleton's call for the development of 'design' principles, cutting across the theories of development-communication experience and planning, must be taken up if we are finally to fuse these theories into an operational theory of communication planning. Indeed, the real problem is to continue to work in a flexible open-ended way, while still retaining continuity through regular reviews of a core program. Certainly, UNESCO takes this approach. UNESCO's program is deliberately diverse: it springs from the premise that the field of communication planning is sufficiently new and short of data to benefit from a variety of experiences, especially from well-documented process and evaluation studies.

UNESCO's general program includes a number of related strands. First, there are active planning projects, such as the communication-systems survey conducted in Afghanistan in 1977, which led to a proposal for an eight-year communication plan for the country. Second, UNESCO sponsors and conducts case studies of planning processes and systems at the institutional, program, and national levels. Relatively open-ended, these studies are designed to increase available information on planning in action. Third, UNESCO attempts to develop methodologies — to take accredited methods used by economists, educators, urban planners, and others, and to relate these to communications, in particular by applying them to simulated data on communication problems and systems. One of UNESCO's present interests is in compiling a communication-planning sourcebook (scheduled for publication in 1979) that will include specialists' essays on approaches to methodology, as well as an account of attempts by UNESCO itself (reinforced by field projects and workshops) to create an operational planning framework reflecting both systems principles and the planned involvement of decision-makers. Last, UNESCO cooperates in producing instructional materials. For example, a regional Asian workshop held in Malaysia in 1977 was based upon simulation exercises that are now being refined at the East-West Communication Institute for use in other countries.

These are the main strands, but as Middleton argues, many other fields and disciplines also bear on communication planning. Consider the study of technology in this light, for example. Experts (in both communication and in technology-transfer

research) who met in Paris in 1977 had available an analytical history of technology transfer and a preliminary survey (as an example of methodology) of broadcasting development in Sierra Leone. This first step is being followed by a project designed to link various institutions willing to follow a common investigative framework. Such studies clearly extend the range of communication planning by providing insights into the implications of communication decisions and into issues of dependency — be they cultural, political, or technological. Similarly, projects emphasizing access and participation in media production and management contribute to the development of the open and participatory models on which future planning likely depends.

The problem finally seems to be one of balance. At the present elementary stage of communication planning, we need a variety of experiences, from which we can draw relevant analogies. At the same time, we urgently require a body of theory that can be applied operationally. The two needs can be met eventually through interaction, provided we are careful not to commit ourselves, too early, to any one planning model. ■ *A.H.*

A Note On The Training And Visitation System Of Agricultural Extension*

Underlying the training and visitation system developed by Daniel Benor is the notion that farmers are the best diffusion agents of technology — a revitalization of the Model Farmer concept in use by the Comilla Academy in Bangladesh for 15 years without proven success. The training and visitation system entails the straightline hierarchical transmission of technological information through Contact Farmers (CFs), 10 percent of the farmers of a given working unit. The Village Extension Workers (VEWs), who receive one day of training fortnightly from their immediate superiors, pass information on to CFs via predetermined rotational face-to-face visits. The (dubious) assumption is that the CFs will in turn voluntarily pass on the information to the rest of the farmers.

Historically, the principle of using local leadership in planning and executing a development program in general and an extension program in particular has been incorrectly applied in Third World countries. In its name, a general policy of working through the so-called contact farmers, model farmers, supervised farmers, registered growers, cooperative managers, progressive farmers, veteran farmers, local influentials, lay leaders, etc., has been adopted. What thus happens in social systems of ascribed leadership is that a few officially "attributed" farmers flock around local development workers or extension agents, all of whom together form what may be termed *a social hard pan* that blocks the free flow of resources and advisory services to all farmers of the working units. Indeed, in the training and visitation system, the Contact Farmers are recognized and treated as the "Moyallem" (those who guide the pilgrims to perform Haj in Mecca) of extension work.

This process runs counter to the very goals of extension work — education for all. Whenever a few farmers monopolize all the resources and technological know-how, the poor become poorer and the rich grow richer. (Without recognizing this truth, some experts blame technologies for this undesirable outcome, taking up the slogan of "Appropriate Technology.")

(*See DCR *issue 23, p.8.*)

The adoption of improved practices should not be seen as a "a fire in the forest." Nor is it the case that A Tells B, B tells C, and finally X tells a farmer to adopt a practice, which he straightaway does. And it is not true that the mere existence of an innovation in the neighborhood will prompt nearby farmers to master and adopt it. No, instead farmers have to be repeatedly exposed to information so that they can hear, see, observe, discuss, try, and measure the benefits of the proposed change by themselves. This is best done by professionally trained and skilled extension personnel through pre-planned visits, office calls, group discussions, meetings, demonstrations, tours, miscellaneous publications, radio programs, etc., at unit, regional, and national levels.

The use of cliversified methods is a must to suit varied clientele and extension objectives and to reach large numbers. In Benor's system, all these activities have been reduced to visitation. Yet, in my experience, repeated visits create suspicion. Eventually, farmers start fleeing from home through the back door when extension agents knock at the front entrance.

Most developing countries have no Extension Service. Most have only Agricultural Services that typically either sponsor no educational activities or sponsor too few to accommodate the clientele. Such agencies try mainly to channel some production inputs and to supervise their use by the farmers. In the absence of planned educational activities, the introduction of the training and visitation system may bring about short-term sporadic increases in production. It has, however, also delayed the evolution of an ideal extension system at a time when a growing number of national leaders are beginning to see the importance of building Extension Systems.

In my opinion, the adoption of the training and visitation system that now alledgedly affects some fifty million farm families in some of the world's poorest countries is due to its strong association with the well-received World Bank assistance program and to national decision-makers' lack of knowledge of extension and management systems — not to the system's intrinsic value.

■ *M. Hassanullah, Principal Extension Specialist, Bangladesh Sugar and Food Industries Corporation*

CDC PUBLICATIONS

Copies of the following CDC Bulletins are available free from the Clearinghouse:

No. 9 "*Mtu Ni Afya* — Tanzania's Health Campaign," by Budd L. Hall

No. 8 "Télé-Niger: Adapting an Electronic Medium to a Rural African Context," by Theresa Silverman

No. 7 "A Sourcebook on Radio's Role in Development"

No. 6 "A Directory of Sources of Assistance on Educational Technology," compiled and edited by Lois Joy Lester

No. 5 "Communication Media and Technology: A Look at Their Role in Non-Formal Education Programs," by Henry T. Ingle

No. 4 "Radio's Role in Development: Five Strategies of Use," by Emile G. McAnany

"El Papel de la Radio en el Desarrollo: Cinco Estrategias de Utilización," by Emile G. McAnany

"Estudios de Tecnología Educacional para el Desarrollo"

"Etudes sur les Techniques en Matière d'Education au Service du Développement"

CHILD HEALTH-PROMOTERS

Children can perform some of the preventive and curative functions of health workers and enjoy the tasks, says Dr. David Morley of the Institute of Child Health in London. His organization, in concert with London's Institute of Education, is acting on this notion by sponsoring a child-to-child health program in affiliation with the U.N.-designated Year of the Child (1979). Aimed at identifying and implementing health measures that children can learn in school and pass on to their families and neighbors, the program takes different forms in different locales.

A newsletter documenting various child-to-child health activities around the world can be obtained by writing the Program Director, Duncan Guthrie (Institute of Child Health, 30 Guilford Street, London WCIN-1EH, ENGLAND). General information on the Year of the Child can be acquired from the IYC Secretariat (866 U.N. Plaza, NYC 10017, USA, or ILO Building, Room 929, CH 1211 Geneva, SWITZERLAND).

PROFILES TRANSLATED

Project Profiles, brief descriptions of development projects that make significant use of the communication media, are published by the Clearinghouse at the rate of eight per quarter and are available free of charge. Sixteen of the more than 50 *Profiles* available have been translated into French and Spanish. Four *Profiles* are available in Arabic.

PROJECTS IN BRIEF

These project descriptions were written by Barbara O'Grady of the Academy for Educational Development using information submitted by readers in response to the Project Information Request in Issue 18 of CCR. Future newsletters will contain four project descriptions an issue until the series is completed. The full series is available from the Clearinghouse upon request.

POPULATION EDUCATION AND BIRTH-PLANNING STUDIES

Mr. A.R. Marsh
School of Education
University of Hongkong
Hongkong

Date submitted to CDC: May 23, 1977

FOCUS: The target audience of this project is leadership groups in medicine, social work, training, and teacher training in population and family planning. Through the project, information and resources for both formal and nonformal teaching are provided. The emphasis falls on using materials that require medium-to-low levels of technology, such as bilingual (English/Chinese) audio-visual resource packs, transparent plastic charts, radiographs, portable population clocks, and contraceptives.

SUBJECT AREAS: Population/Family Planning, Community Development, Education

TYPE OF MEDIA: VTR, slides, photographs, books, pamphlets, posters

TARGET AUDIENCE: Literate rural and urban adults and youth

SCALE OF PROJECT: National

PROJECT STATUS: Begun in 1973, ongoing as of 5/77. At the time of information request, evaluation instruments being designed

SPONSORING/COOP. AGENCY: Asia Foundation, Family Planning Association of Hongkong (and others)

COMMUNICATION TECHNOLOGY PROJECT FOR EDUCATION

Yusufhadi Miarso
Baden Penelitian dan
Pengembangan, Pendidikan dan
Kebudayaan
Department P den K,
Jl. Menteng Raya No. 23
Jakarta, Indonesia

Date submitted to CDC: September 28, 1977

FOCUS: Encouraged by the successful Educational Radio Pilot Project in 1974, the functions of this project (T.K.P.K.) were expanded to serve 11 provinces with multi-media components. The project stresses educational achievements relating to national development needs, using communication technology as a sub-system of education. Its primary aim is to educate a sufficient number of people to serve and manage the system, to create equal education opportunities, and, eventually, to open new employment opportunities. The project includes four National Implementation Units that have coordinating functions in research, development, training, and production, and 11 local units that have mainly feedback and utilization functions.

SUBJECT AREAS: Education

TYPE OF MEDIA: Cassette recorder, reel-to-reel recorder, radio, VTR, television, 8 and 16mm film, filmstrips, slides, photographs, simulation games

TARGET AUDIENCE: Literate, rural adults and youth

SCALE OF PROJECT: Approximately 2,000 villages; formal: 80,000 teachers; nonformal: an estimated 800 rural people in 1978

PROJECT STATUS: Project to run from 1974 through 1978

SPONSORING/COOP. AGENCY: Ministry of Information, Representatives of Local Authorities, Academic institutions, and Interested Project-related Agencies

HIGH/SCOPE EDUCATIONAL RESEARCH FOUNDATION

David Fisk
Assistant to President for Latin America Program Development
High/Scope Foundation
600 N. River Street
Ypsilanti, MI 48197, U.S.A.

Date submitted to CDC: June 1, 1977

FOCUS: Founded on the developmental theories of Jean Piaget, this organization develops alternatives to traditional methods of training teachers and working with pre-school children. Program personnel collaborate with educators throughout Latin America and the United States in developing, evaluating, and disseminating innovative techniques, such as the integration of the components of early childhood education into projects (e.g., nutrition, health, community development) reaching needy children and their parents.

SUBJECT AREAS: Early Childhood Education

TYPE OF MEDIA: Cassette recorder, VTR, 16mm film, filmstrips, slides, photographs, newspapers, books, pamphlets (these media used in training teachers and working with parents, not in training children)

TARGET AUDIENCE: Literate and illiterate adults and youth, both rural and urban

SCALE OF PROJECT: National, village level

PROJECT STATUS: Begun in 1970, and ongoing as of 6/77. In implementation and evaluation stages (planning ongoing)

SPONSORING/COOP. AGENCY: AID, UNICEF, Peace Corps (and other private and public sector entities)

AFROLIT SOCIETY

Dr. Charles T. Hein
P.O. Box 72511
Nairobi, Kenya

Date submitted to CDC: May 23, 1977

FOCUS: Through seminars, consultant services, materials development, training, and publication of reports, technical papers and a quarterly newsletter, this organization focuses on integrated development, with adult literacy as a primary element. It provides professional training, urges the creation of African training opportunities, and fosters an exchange of information among literacy and extension workers. Multimedia cooperation allows specialists to learn each other's "language" and the constraints of each other's media. The program suffers from a lack of funds for following up seminars and for publishing reports on time.

SUBJECT AREAS: Literacy, community development, education

TYPE OF MEDIA: Cassette recorder, radio, two-way radio, VTR, television, 16mm film, filmstrips, slides, photographs, newspaper, books, pamphlets, posters, mimeo newssheets

TARGET AUDIENCE: Literate and illiterate adults and youth, both rural and urban

SCALE OF PROJECT: National — 243 members in African countries

PROJECT STATUS: Begun in 1968, ongoing as of 5/77

SPONSORING/COOP. AGENCY: Afrolit Society; Intermedia (NCCC) U.S.A.; WACC; UNESCO Literacy Division; NCCK (Kenya); AAEA; ACEA

FOLLOW-UPS AND EPILOGUES

DCR's editor invites all who have contributed articles to *DCR* and to its forerunner, *ICIT Report*, to submit one-or-two paragraph postscripts for publication in the newsletter's 25th issue. Welcome are second looks at projects, reconsiderations of issues and ideas, and news of both failures and spin-offs of experimental development-communication efforts. Readers so disposed may even use their allotted space to retract their original statements.

Address all inquiries, contributions, and suggestions to Kathleen Courrier.

INVENTORY OF HUMAN RESOURCES

As part of a two-year international study of para-professionals in rural development, Cornell University is making an inventory of programs and projects that use para-professionals. The researchers request readers of *DCR* to send information that will contribute to the inventory. Although names and addresses of agencies using para-professionals will be sufficient, additional descriptions and documentation would be welcome.

Responses should be sent to Dr. Royal D. Colle, Department of Communication Arts, Cornell University, 640 Stewart Avenue, Ithaca, N.Y. 14853, U.S.A. ■

THE SPREAD OF KNOWLEDGE & THE SPREAD OF DISEASE

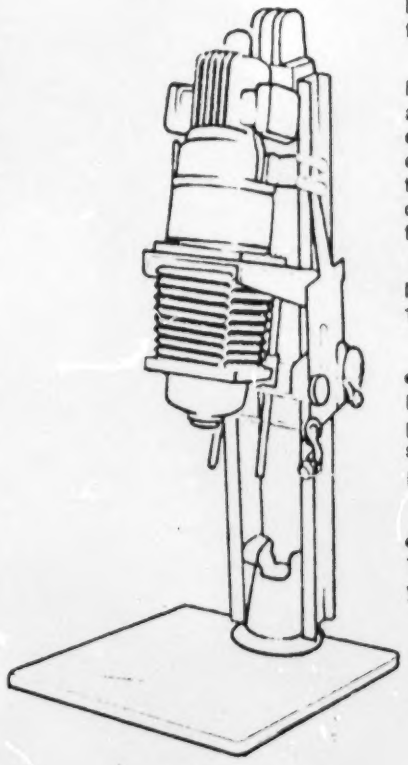
Researchers at the University of Dar es Salaam have proposed carrying out a study whose results will hold equal interest for epidemiologists and communicators. The research objective is to trace the impact of Tanzania's health-awareness campaigns of the early 1970s on the victims of the cholera outbreak of 1977 and on the kin and neighbors of those victims. The results, it is hoped, will shed light on how adults retain, transfer, and apply new knowledge and habits — a process that the researchers say is poorly understood and seldom the focus of follow-up evaluation.

In addition to identifying the level of awareness of the causes and controls of cholera among Tanzanians at the time of the outbreak, the researchers intend to examine government efforts to control the disease, the effects of quarantine and other preventive measures, and the degree of inter-agency cooperation in the battle against the disease.

To receive information or offer suggestions related to this study, contact T.L. Maliyamkono, Senior Lecturer, Economics of Education, University of Dar es Salaam, P.O. Box 35048, Dar es Salaam, Tanzania. ■

Cheap & Easy

FLIPCHARTS



Lindy Layer

Collect or prepare visuals to be enlarged. They need not be the correct size since you will only be producing what you want on the flipchart.

Photograph onto 35mm black/white film. Develop the negatives.

Replace standard enlarger bulb with a low watt lightbulb to save your enlarger bulb and reduce the amount of heat on your film. You will be able to work for at least 5 minutes without damaging the enlarger optics or the film.

Draw straight from the projection onto 16x20 or 20x30 paper.

- Oil-painting paper seems to work best since it is heavy and coated, and permanent ink markers won't bleed or soak through. If you don't have heavy paper, use water color markers.

- DO NOT USE A SLIDE PROJECTOR — the bulbs are expensive and your film will melt.

U.P.A. 594 Logan Avenue, Toronto, Ontario, CANADA M4K3B8

YEAR OF THE CHILD

To observe the U.N.-designated Year of the Child — 1979, *DCR* will carry articles on development-communication projects aimed specifically at improving children's lot and on ideas for such projects. Leads, manuscripts, and suggestions will be gratefully accepted and promptly acknowledged.

Development Communication Report, published quarterly by the Clearinghouse on Development Communication, is distributed free to over 6000 development professionals.

A center for materials and information on important applications of communication technology to development problems, the Clearinghouse is operated by the Academy for Educational Development, a nonprofit planning organization, and supported by the Technical Assistance Bureau of the U.S. Agency for International Development as part of its program in educational technology and development communication.

The views expressed in *Development Communication Report* are those of the authors and not necessarily those of its sponsors. Original material in the *Report* may be reproduced without prior permission provided that full credit is given and that two copies of the reprint are sent to the editor.

Readers are invited to submit typed manuscripts of no more than 1000 words and to send in photographs.

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Return to: Clearinghouse on Development Communication, 1414 22nd Street, N.W., Washington, D.C. 20037, U.S.A.

Dilemmas in Country X: Candid discussions about failures

Must faith be blind? The anonymous contributor of the following dilemma hopes not but entertains serious doubts about governmental development agencies' willingness to learn from their own mistakes.

(The editor invites readers to submit reports for this column. Author's names — as well as those of the people, agencies, and countries involved in the projects — will be withheld upon request.)

Fourteen years ago Country X gained its political independence. Condemning the neglect by the colonial regime, the new government launched a massive program to establish new schools at all levels and simultaneously declared war on illiteracy.

The approach Country X adopted was to call upon communities to organize literacy groups, accept responsibility for running them, and see that the literacy teachers were adequately rewarded. The literacy program was to be part of the general mobilization of the people for development through self-reliance and community service. For its part, the government undertook to provide all the necessary materials and a sufficient number of personnel to train and support the literacy teachers.

Shortly after the program was launched, demands that the government pay salaries to the literacy teachers arose. Four sources of pressure fed these demands. First, many of the literacy teachers were young schooled people who wanted salaried employment. Others were schoolteachers who helped literacy groups in their spare time. Both of these groups argued that since teachers in regular adult-education classes were paid full fees, so should teachers in literacy classes. In addition, the learners themselves felt it was not fair to expect free services from the literacy teachers. Last, the community leaders complained of the impossibility of screwing contributions from communities that were already poverty-stricken. (As ar aside, we may record also that the university students declined to volunteer as literacy teachers unless each was paid an honorarium in excess of the salary of a full-time literacy organizer.)

Within a couple of years, these pressures grew strong enough to force a compromise. The literacy program would still not pay the teachers. Instead, if a community paid its own teachers, the program would double whatever the community raised, giving the money to the community's organization to hand over to the teachers.

Despite this compromise, however, the record of the volunteer teachers was such that thirteen years after the program was launched, war was declared on illiteracy again. The new campaign was to be part of sweeping national educational reforms. A reasonable person might expect that the strategy of the renewed war would take account of what went wrong in the old one. But, strangely, the war declarations scarcely refer to the previous battle. More surprisingly, they state that the entire new campaign is to hinge on reliance upon volunteers. The literacy teachers will be paid nothing for their services: commitment to the nation will be their sole motivation, the progress of their fellow human beings their sole reward. The literacy classes will be organized by community leaders, who will also dedicate their services on a volunteer basis to the nation and their fellow citizens.

Somehow, the disappointments of a decade have not destroyed the government's faith in community organization and voluntary service as reliable bases for national programs. Yet, the government brusquely ignores history.

Here is a dilemma for patriotic educators: how should they reconcile their loyalty to their learners — who will almost certainly be let down once again — with their loyalty to their government, whose sincerity it is inadmissible to doubt? ■

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